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ABSTRACT

The purpose of this study was to determine the effectiveness of successful participation in the Options Alternative Educational Program (Options) of the Alleghany County Public Schools (North Carolina) on future success and productivity. Successful participation of a group was determined by the group's meeting a 65% standard in each of the following predictors while in the program: (1) reduced truancy; (2) decreased court involvement; (3) improved academic achievement; and (4) improved school discipline. Future success and productivity of the group was determined by meeting a 65% standard in the following correlational criteria, as of March 1995: absences not to exceed three more than the previous year, no court involvement, receiving credit in at least five of eight courses, and no school suspensions or expulsions. It was concluded that successful participation in Options was effective in predicting future success and productivity. Four appendixes present the success and productivity data for each group. (Contains 15 tables and 24 references.) (Author/SLD)

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A Study of the Effects of Options, an Alternative Educational Program, on the Personal Success of At-Risk Students: A Five Year Study

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Abstract

The purpose of this study was to determine the effectiveness of successful participation in the Options Alternative Educational Program (Options) upon future success and productivity. Successful participation of a group was determined by meeting a 65% standard in each of the following predictors while in the program: reduced truancy, decreased court involvement, improved academic achievement, and improved school discipline. Future success and productivity of the group was determined by meeting a 65% standard in each of the following correlational criterion as of March, 1995: absences not to exceed three more than the previous year, no court involvement, receiving credit in at least five of eight courses, and no school suspensions or expulsions. It was concluded that successful participation in Options was effective in predicting future success and productivity.

Introduction

The Options Alternative Educational Program (Options) offers an intensive, therapeutic educational approach. It works at empowering young people to take control of and responsibility for themselves. In doing this, students begin doing their best work because it is satisfying and order prevails in the classroom. School becomes a "good place" where the students help determine and enforce rules.

There exists a growing concern in society over the methodology of the traditional educational system in producing successful members from an ever increasing at-risk population. With educational control in the hands of the state, restrictive guidelines and assessment-driven curricula fail to meet the basic needs of at-risk students. Presently, emphasis is placed on test scores and academic outcomes, often leaving psychological needs unmet.

The competitive and success-oriented system falls short in the development of responsible, intrinsically motivated, self-actualizing young adults. Factors which categorize students as at-risk include dysfunctional families, substance abuse, court-involvement, school disciplinary action, truancy, family's lack of regard for education, learning disabilities, attention deficit and hyperactivity disorders, lack of positive role models, low self-esteem, lack of internal motivation, poor self-control, and disregard for rules or laws. According to Hahn (1987), "... young people at risk of dropping out [of school] resist the social control, competition, and order that characterize classrooms"(p. 258).

Education, being the process through which students discover that learning brings quality to their lives (Glasser, 1992), is a major premise of the Options philosophy. Based on Dr. William Glasser's Quality School Concept, this alternative educational process attempts to address the factors which categorize students as at-risk and facilitate future success and productivity.

The Options philosophy is multi-faceted, yet major elements constantly recur. All blame, criticism, negativism, and condemnation, so apparent in motivational/behavioral management techniques of the present educational system, are replaced by an environment of care, praise, esteem-building, and self-evaluation. Of utmost importance is responsibility for one's self and actions. Convincing students to work hard because not only what they do, but how they do it, is of equal importance.

There is no place for coercive management in schools (Glasser, 1992); thus, Options replaces the "bossing" which turns students and staff into adversaries, with a system of management that brings them together. Shayle Uroff, of the Apollo School, a model of the Quality School Concept, differentiated between "bossing" and "leading" as follows:

A boss drives. A leader leads.

A boss relies on authority. A leader relies on cooperation.

A boss says "I". A leader says "we".

A boss creates fear. A leader creates confidence.

A boss knows how. A leader shows how.

A boss creates resentment. A leader breeds enthusiasm.

A boss fixes blame. A leader fixes mistakes.

> A boss makes work drudgery. A leader makes work interesting. (Glasser, 1992, Preface)

According to Goodlad (1979), "Unfulfilled social purpose and unrealized educational goals come together to remind us that schools, for as long as we have them, will be called upon to achieve social purposes while they educate." (p. 22). As one moves through the historical philosophies of education, it is no difficult task to recognize similarities and see how the same ideals only change to meet the times.

> The shift in the U.S. over more than three centuries has been from discipline honed by the classics and religion to civic, religious, and vocational responsibility; to concern for justice and respect for others; to appreciation for democratic values; to respect for self and development of individual talents (Goodlad, 1979, p. 45).

According to Dr. Richard Hawes, of the Institute of Reality Therapy, "when students are getting their basic needs (belonging, fun, freedom, and power) met and feel good about themselves and where they are at present, knowledge emerges" (Hawes, 1994, personal interview). This research indicates that educational programs using strategies similar to Options correlate positively with future individual success.

Statement of the Problem

The purpose of this research was to evaluate the effectiveness of Options on individual student success. Student success was determined by reduced truancy, academic achievement, reduced school disciplinary action, and reduced court involvement. The scope of this research

included the years of participation in Options as well as present status of program participants.

Review of Related Literature

Research suggested that successful alternative schools have philosophies which incorporate many of the basic ideals of Options. They promote empowering students to meet their basic psychological needs, involving children and their parents through invitation, structuring classroom activities to meet individual learning styles and needs, and helping young people to assume responsibility for their actions. Further, individual research studies indicated great success in using Reality Therapy or some other component of Options as a part of a total program.

Individualized love and a sense of belonging are stressed by the small staff at Oasis High. According to Carol Meixner (1994), Supervisor of Alternative Education in Mt. Pleasant, Michigan, "We practice 'love' at Oasis High School . . . we involve ourselves at an emotional level to nurture and strengthen our students' growth" (p. 32). The willingness of the staff of this alternative high school to freely give their students love, something many of them have been deprived of, is an essential ingredient in their success" (Meixner, 1994). Other characteristics of this highly successful alternative high school included student ownership; family atmosphere; open classrooms, relaxed organization; non-coercive discipline policy; variety of teaching methods which include cooperative learning, mastery learning; credits given in small increments, non-graded classes; and emphasis on whole person learning.

Alschuler and Myers cited the study of self as a major topic of study at the Global Youth Academy, Santa Cruz, California. Students learn how to collect information about their behavior, feelings, and thoughts as a means of learning about their individual differences and similarities to others (Alschuler & Myers, 1994). Likewise, Georgia's Gateway Program attributed its success "as a therapeautic threshold through which students may pass to future success" upon emphasizing emotional development and allowing 'time' for students to work through social and emotional conflicts (Davis, 1994, p.17). Hahn cited a study conducted by Eileen Foley of New York City's Alternative School System where one of the two critical elements determining successful alternative programs was the concern for the social and emotional needs of students. When provided by caring adults capable of high quality personal counseling, the students had greater success (Hahn, 1987).

Finally, Michigan's ALPHA Alternative School also cited the importance of a strong sense of belonging for its students. Abbott (1994) noted, "For some [students] it is all the family they have." They have even developed the slogan, "Once in ALPHA, always in ALPHA!" (p. 25). Research indicated that alternative schools which place a high priority on nurturing the emotional needs of the students, in turn promote greater academic success and more positive self-concept (Collins, 1987; Heuchert, 1989; Clagett, 1992; Raywid, 1994; Scherer, 1994; Mellow, 1992; Narvaez, 1994; Abbott, 1994).

Another important ideal upon which successful alternative schools operated is the invitational model. Parental involvement and volunteer

work were prerequisites to the enrollment of students in the Paideia School of Chattanooga, Tennessee (Gettys & Wheelock, 1994). Research has shown that regardless of the type of school, when students, parents, and even teachers "choose" participation, greater success is realized (Hahn, 1987; Abbott, 1994; Narvaez, 1994; Church, 1992; Scherer, 1994, Meixner, 1994; Mellow, 1992). According to Nyland (1991), parents have the "power to be supporters or opponents of what you are doing" (p. 31). Greater involvement and understanding of the program ensures the much needed parental support.

A major departure from traditional education is the classroom structuring and the attention given individual styles of learning in the alternative school. Evidence portrayed classrooms as being open and informal, using couches and chairs, having no bells, and basically "homey", a condition unfamiliar to a vast majority of at-risk students (Meixner, 1994; Raywid, 1994; Abbott, 1994; Davis, 1994). Due to individual learning styles, or learning disabilities, many students were automatically "at-risk" in the traditional setting. Individualized instruction and smaller ratio of students to teacher were both characteristic of successful alternative schools.

Alternative Schools have rekindled an important technique from earliest historical times, the Socratic dialogue. The Paideia School in Chattanooga, Tennessee, characterized by its use of the dialectic approach and Socratic questioning, insists on an education that "values the life of the mind" and maximizes the use of conversation as a means to deepen understanding of ideas by students (Gettys & Wheelock, 1994).

The use of group meetings and team problem solving stems from students becoming accustomed to the dialectic approach. This enables them to develop leadership skills as well as conflict resolution techniques and unity (Abbott, 1994; Church, 1992; Gettys & Wheelock, 1994; Omizo & Cubberly,1983; Scherer, 1994).

The use of Reality Therapy has proven to be an effective tool in enabling students to determine the positive, as well as negative consequences of their present behavior and to adjust their behavior in a "need" acquiring manner (Coats, 1991; Clagett, 1992; Heuchert, 1989; Fuller & Fuller, 1982). One of three major goals of Pasco, Washington's Outcome-Based Education Plan, is using Reality Therapy. Simply, students and teachers are expected to accept responsibility for their own behavior. Traditional discipline and punishment are replaced by a three-step counseling process. Members of the staff are responsible for meeting their own individual needs and influencing each other to carry out their school goals (Nyland, 1991). Joan Carver used Reality Therapy as a means of teaching Plan-Making to a group of college students in a study skills course. When students were able to determine their own area in which to make a plan for improving, given possible solutions to try, and taught the correct process for making a good plan, they realized how planned actions could affect a situation (Carver, 1988).

Statement of the Hypothesis

The literature strongly suggested that successful alternative schools incorporate a number of similar ideals and methods. Although a

number of studies exist, few determined "success" any further than present participation in the particular program. Therefore, it was hypothesized that successful participation of students, age ten to fifteen. in Options of Alleghany County can be used as a prediction of future success and productivity.

Methodology

Subjects

Subjects for this study were at-risk sixth to eighth grade students ranging in age from 10 to 15 years of age. They reflected the multi-cultural, poverty to lower socio-economic status families of Alleghany County, North Carolina. There were four groups of students who participated in the Options Alternative Educational (Options) Program from 1990-91 to 1993-94 with twelve students in each group. Of the total forty-eight students, one failed to complete the program, one was deceased, and two transferred out of the school district. Therefore, the final sample consisted of forty-four students.

Instrument

The effectiveness of successful participation in Options upon future success and productivity was determined by a tracking method developed by the staff to rate success while in the program and in future years. The same four guidelines were used in developing the predictors and criterion. Truancy was documented by school attendance records; court involvement was documented by Juvenile Court records; academic achievement was documented using portfolios, report cards, and assessment tests; school disciplinary action was documented by discipline reports and administrative records. A standard rate of success was set at 65% for the group for each of the four predictors. Further, the Pearson's Product Moment Correlation (level of significance > .05) was used to

determine the validity of the four indicators predicting student success. The correlation coefficients also provided insight into trends over the entire research period.

Experimental Design

The design used in this study was a correlation of the rate of success on four specific predictors with the rate of success on four corresponding criterion. The study was conducted using a cluster sample comprised of forty-four students who had participated in Options as part of a distinct, annual group. While participating in Options, data was compiled weekly to determine cumulative success on the four predictors. At the end of the program year group success rate, documented in percentages, was compiled through the culmination of information from behavioral graphs, Likert scales, charts, portfolios, Student Information Management Systems (SIMS) reports, report cards, and documented narratives. Each subsequent year information pertaining to the four predictors was collected for each group and a percentage of success rate determined to correlate program year success with future success.

Procedure

Beginning with the 1990-91 school year, and continuing to date, the Alleghany County School System has operated an alternative educational program for twelve at-risk middle grade students. Members of each group were selected from the student population of fifth, sixth, and seventh grade students who were categorized as at-risk or high-risk. After

referral, a screening process involving Options staff, teachers, the court counselor, school counselors, administrators, the referred student, and parents determined those students with the greatest need. Invitations were presented during home visits made by the Options teacher and family counselor.

The study group for this research was comprised of the four groups served in Options from 1990-91 to 1993-94. The groups will hereafter be referred to as "Group I", "Group II", "Group III", and "Group IV".

While enrolled in Options, students were part of an intensive self-contained, therapeutic educational program which emphasized development of the total child. Though based in the regular school setting, the approach was non-traditional. Through the use of Reality Therapy, students were taught ways to identify and satisfy their own psychological needs. They were constantly and consistently counseled to evaluate behavior, to plan for need-satisfying behavior, and to recognize consequences of behavior.

The four control groups were treated identically each of the four years by the same Options staff consisting of a teacher, assistant, and family counselor. The typical methods of instruction included field trips to broaden understanding of the world, lessons in cooperative learning and peer tutoring, individualized instruction in core courses, individual discipline conferences, and group planning and problem-solving activities. Self-evaluation was encouraged and expected in academics as well as behavior. Work was marked as "in progress (I), quality (Q), or high quality (HQ)" only; failure simply did not exist.

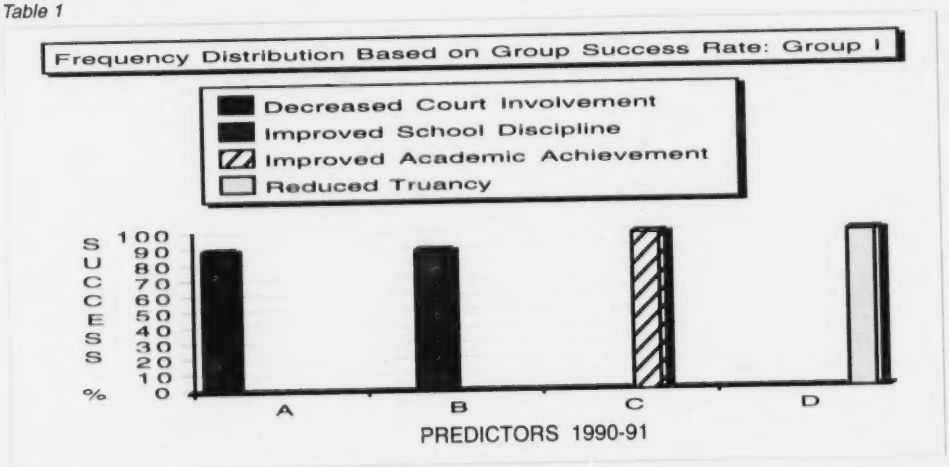
Throughout the course of the year, documentation was maintained to evaluate individual success and to determine the rate of achievement based on the original goal of 65% in the four measurable objectives. Also, documentation on parental involvement, as well as the number of years in the program was kept to determine if any influence of non-measurable circumstances existed (see appendixes A, B, C, and D for illustration of individual data for Groups I, II, III, and IV, respectively). Then, the rates of success in each category was tabulated and graphed to provide an overall success rate for each group during the program year. Throughout the next four years, follow-up data was maintained concerning the original four objectives. In 1995, a new group rate was determined from the data, thus enabling a correlational study.

Results

Through a cumulative data base for each group, a frequency distribution graph was used to provide success rate in meeting predictors during the program year, success rate in meeting performance criterion as of March 15, 1995, and a comparison of the two. Pearson's Product Moment Correlation (level of significance > .05) was then applied to determine statistical significance of these indicators. A mean frequency distribution of the indicators for each group's program year and March, 1995 results as well as a t test provided significance for the entire scope of Options.

The results of Group I (Table I) show that the target success rate of 65% was exceeded in all four performance predictors during the program year. Decreased Court Involvement and Improved School Discipline were both at 90%, while Improved Academic Improvement and Reduced Truancy both showed 100% gains.

Table 1



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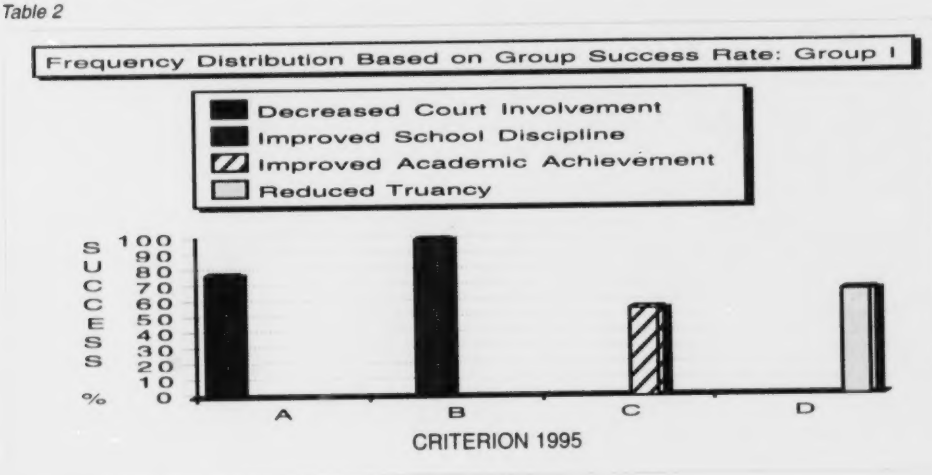
Three of the performance criteria met the 65% standard in 1995, as well (Table 2). Decreased Court Involvement measured 78%, Improved School Discipline improved to 100%, and Reduced Truancy was 67%.

Table 2



Only Improved Academic Achievement fell below the 65% standard at 56%. This percentage is due in large part to the fact that only one of the four students in that group who dropped out of high school has enrolled at the community college. However, two of the three are employed full time. The fourth student who received a (-) in Improved Academic Achievement performed quite well in each of the other criteria. This student struggles academically and has lost credits, but he is determined to graduate from high school.

The Pearson's Product Moment Correlation (level of significance > .05) showed statistical significance for all predictors. However, significance was shown only in Improved School Discipline of the 1995 criterion.

Table 3

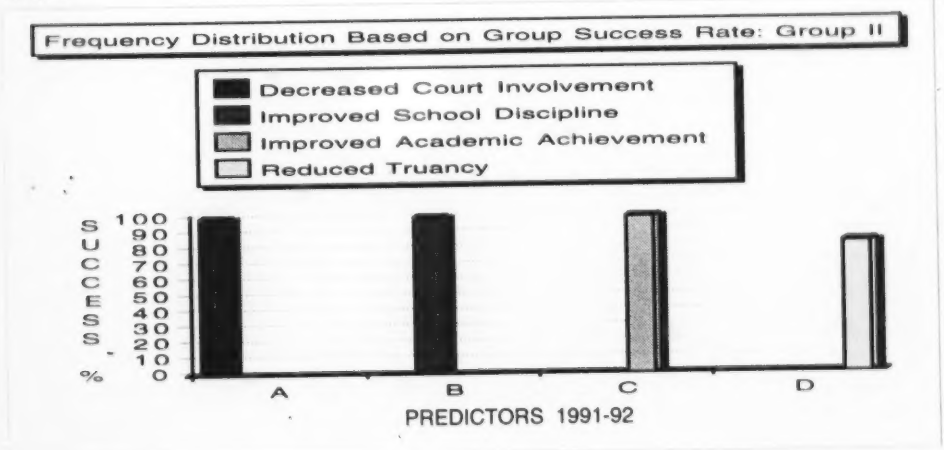
Pearson's Product Moment Correlation: Group I

	1990-91	1995
Decreased Court Involvement	.81*	.61
Improved School Discipline	.81 *	.99*
Improved Academic Achievement	.99*	.31
Reduced Truancy	.99 *	.45

*Statistically significant at .05

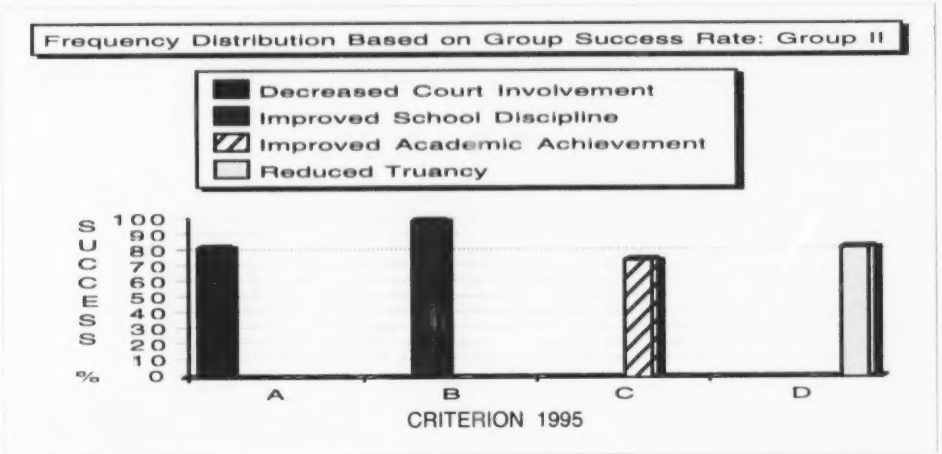
The frequency distribution results of Group II (Table 4) show that the target success rate of 65% was exceeded in all four categories while in the program. Decreased Court Involvement, Improved School Discipline, and Improved Academic Achievement were at 100%, with Reduced Truancy at 83%.

Table 4



Likewise, the 65% target success rate was exceeded in all categories for 1995 (Table 5). Decreased Court Involvement was 83%, Improved School Discipline was 100%, Improved Academic Achievement was 73%, and Reduced Truancy was 83%.

Table 5



The Pearson's Product Moment Correlation ($p > .05$) showed statistical significance for all four predictors of the program year (Table 6). Three of the 1995 criteria exceeded the level of significance; Improved Academic Achievement was the only exception at .02 difference.

Table 6

Pearson's Product Moment Correlation:Group II

	1991-92	1995
Decreased Court Involvement	.99*	.69*
Improved School Discipline	.99*	.99*
Improved Academic Achievement	.99*	.56
Reduced Truancy	.69*	.69*

* Statistically Significant at .05

The results of Group III (Table 7) show that the target success rate of 65% was met in all predictors for the program year. Decreased Court Involvement and Improved Academic Achievement were 100%, while Improved School Discipline was 80% and Reduced Truancy was 73%.

Table 7

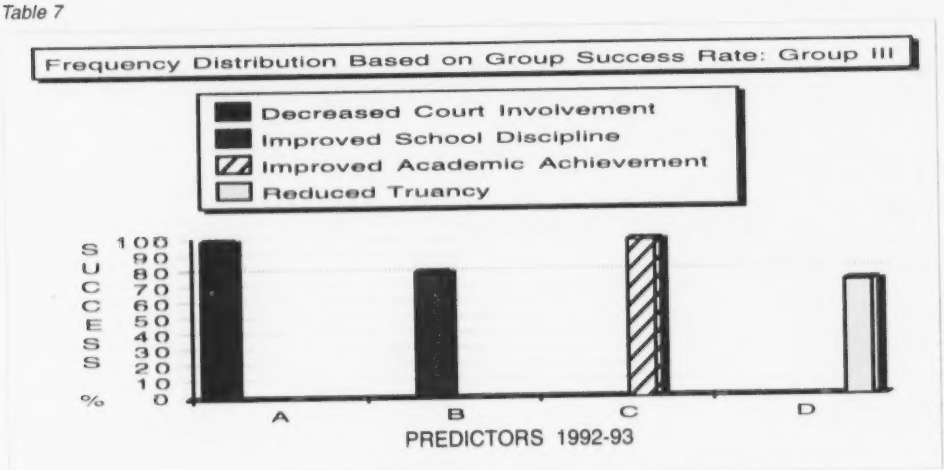
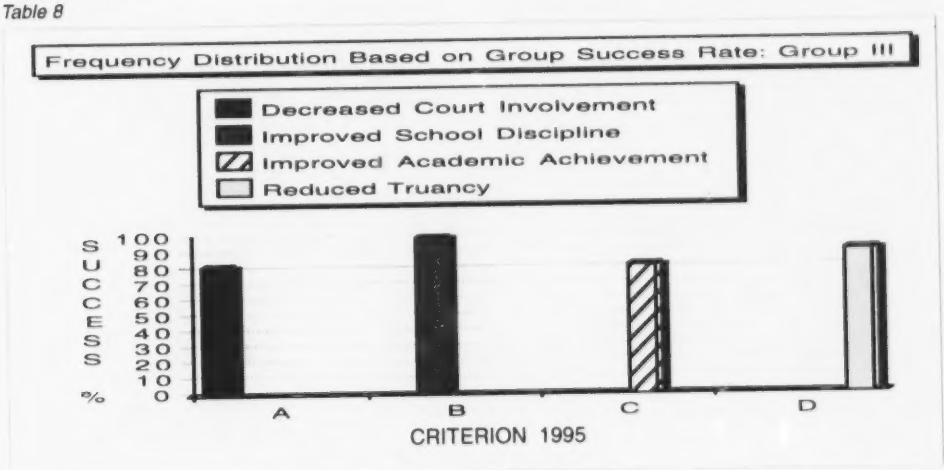


Table 8 indicates that all indicators were also met in 1995. Decreased Court Involvement was 82%, Improved School Discipline was 100%, Improved Academic Achievement was 82%, and Reduced Truancy was 91%.

Table 8



The Pearson's Product Moment Correlation ($p > .05$) showed statistical significance for Improved Court Involvement, Improved School Discipline, and Improved Academic Achievement during the program year. Significance was shown (Table 9) in all four criterion for 1995.

Table 9

Pearson's Product Moment Correlation: Group III

	1992-93	1995
Decreased Court Involvement	.99*	.67*
Improved School Discipline	.67*	.99*
Improved Academic Achievement	.99*	.67*
Reduced Truancy	.52	.83*

* Statistically Significant at p>.05

The frequency distribution results of Group IV (Table 10) show that the target success rate of 65% was exceeded in all categories for the program year. Decreased Court Involvement, Improved School Discipline, and Improved Academic Achievement were all at 100%, while Reduced Truancy was 83%.

Table 10

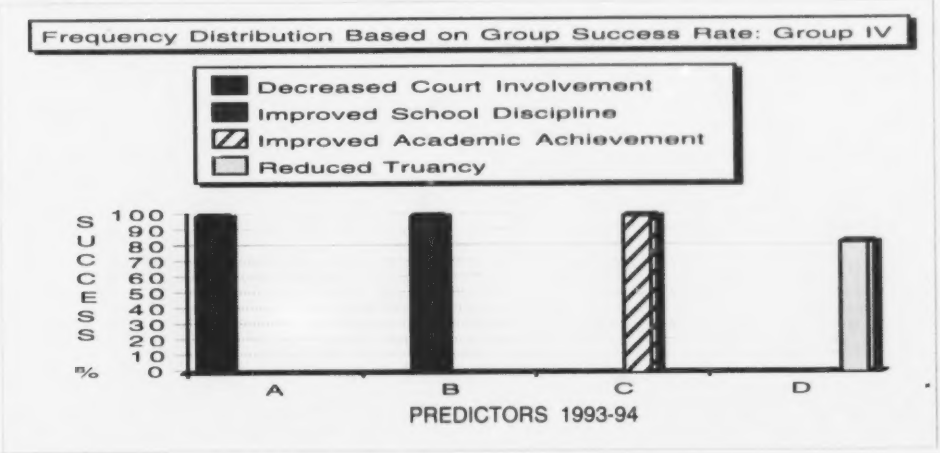


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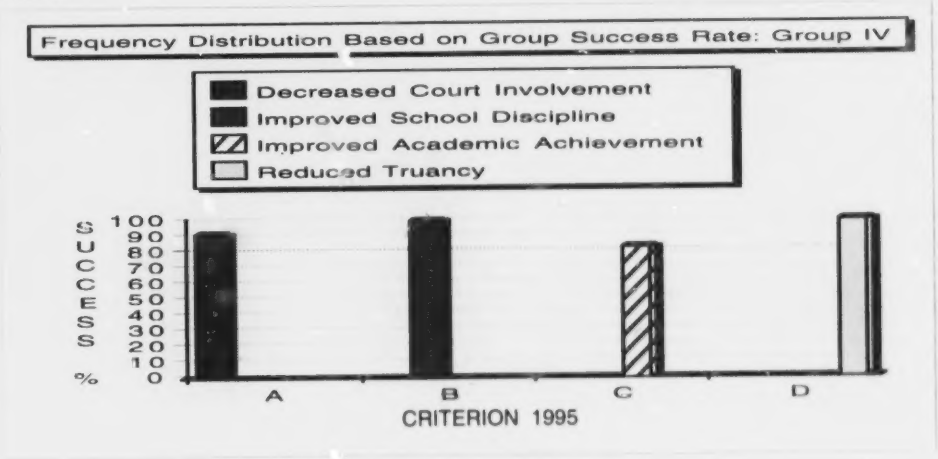
Table 11 illustrates that the 65% success rate was also exceeded in all categories in 1995. Improved School Discipline and Reduced Truancy were both 100%, while Decreased Court Involvement was 92% and Improved Academic Achievement was 83%.

Table 11



The Pearson's Product Moment Correlation ($p > .05$) resulted in statistical significance (Table 12) in all categories for Group IV for both the program year and 1995.

Table 12

Pearson's Product Moment Correlation: Group IV

	1993-94	1995
Decreased Court Involvement	.99*	.84*
Improved School Discipline	.99*	.99*
Improved Academic Achievement	.99*	.69*
Reduced Truancy	.67*	.99*

*Statistically Significant at .05

The Mean Frequency Distribution: Comparison of Program Year to 1995 (Table 13) illustrated that the average of all groups exceeded the 65% target success rate while in the program and in 1995. Reduced Truancy indicated the least variance, at 3%, between the program year and 1995; Improved Academic Achievement indicated the greatest variance, at 26%. Two of the four indicators, Improved School Discipline and Reduced Truancy, actually increased from the program year to 1995. The average differential for all four indicators was 14%.

Table 13

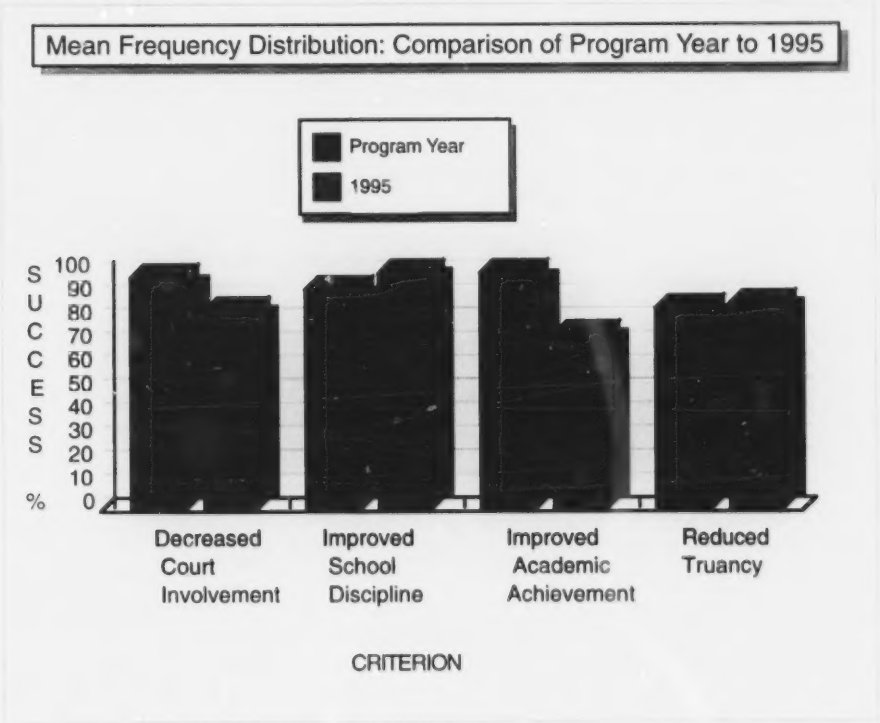


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Table 14, The Pearson's Product Moment Correlation: Cumulative, gave statistical significance in every category for all groups combined in both the program year and 1995.

Table 14

Pearson's Product Moment Correlation: Cumulative

	Program Year	1995
Decreased Court Involvement	.96*	.71*
Improved School Discipline	.86 *	.99*
Improved Academic Achievement	.99*	.54*
Reduced Truancy	.72 *	.76*

*Statistically significant at .05

A t test on all indicators (Table 15) provided no significant difference, cumulatively, between the program year and 1995.

Table 15

GROUP	ASSIGNMENT	N	TREATMENT	t
1 (program)	non-independent	4	Options	.63
2 (1995)	non-independent	4	Options	.63

p>.05

df=3

Therefore, the original hypothesis that students' successful participation in the Options Alternative Educational Program can be used as a predictor of their future success and productivity was supported.

Discussion

The results of this comprehensive, five-year study support the original hypothesis: Successful participation in the Options Alternative Educational Program can be used as a reliable predictor of future success and productivity. Research has shown that at-risk or high risk students respond well in alternative educational programs which include such Options characteristics as invitational approach; parental commitment and involvement; low student/teacher ratio; caring and dedicated teachers-counselors; self-paced and mastery learning; and attention to total development - emotional, social, and physical, as well as academic. Some research Raywid (1994) has shown, however, that though the students flourish in such a nurturing environment, the success is often short-lived once they return to the regular school setting. The results of this research refute that opinion. The return to the traditional school setting was difficult for the majority of the students; however, the internalized beliefs and drives gained through participation in Options attributed to the continued success of these at-risk individuals.

Four, distinct groups demonstrated similar success rates on four major performance indicators as participants in the program. The mean frequency distribution of the four groups for each indicator follows: reduced truancy - 85%, improved academic achievement - 100%, improved school discipline - 93%, decreased court involvement - 98%. The same objectives were used as performance criteria to determine success as of March, 1995. The following illustrates the mean frequency distribution of all four groups for each criterion: reduced truancy - 87%, improved

academic achievement - 74%, improved school discipline - 100%, decreased court involvement - 84%. Both performance indicators and criteria frequencies showed statistical significance.

Group A, four years from program participation, showed the greatest decline in meeting the performance criteria. However, the group exceeded the 65% target in all except the 56% in Improved Academic Achievement. These results are significant for a group of students for whom 100% was the expected failure rate.

Aside from the quantitative assessments shown in this study, many benefits of participation in Options are qualitative and can only be assessed subjectively. Each child brings a unique history into the program because of his own innate attributes and environmental factors. Each response to the program is unique due to all the factors which influence individuals before, during, and following participation. Future research may focus on grouping students based on similar behavioral and social influences, years of program participation, or level of parental involvement. Further study may also involve evaluation of self-esteem prior to and following program participation.

Recognizing the need for intervention at an earlier age before the failure identity is deeply ingrained, prompted the Options staff to seek resources to expand the alternative program to serve fourth and fifth grade students. The first group, served during the 1994-95 school year, has met all performance standards thus far. Close monitoring of this group will determine the effect of the Options approach for pre-adolescents.

Current trends in educational reform incorporate much of the Options philosophy (Gettys & Wheelock 1994, Meixner 1994, Scherer 1994). It is recommended that educators consider the academic and personal gains made by students participating in such alternative educational models. Nurturing the development of the total child to meet basic needs, internalize beliefs, enable problem-solving, and take personal responsibility is imperative. Regardless of cost or time involved in training staff, consideration should be given to these results - the at-risk learner benefits from the Options program.

Appendix A
Individual Data for Group I

Age	Reason for Referral	Years in Program	Parental Involvement	Court Involvement	Excluded from Study	Qualitative Evaluation of Criterion 1995			
						A	B	C	D
14	truancy, at-risk ungovernable	------	some		withdrew				
15	at-risk, court, ungovernable	one	improved	previous		+	+	-	-
15	truancy, at-risk, ungovernable	one	improved			+	+	+	+
15	truancy, at-risk, ungovernable	one	some	post		-	+	+	+
12	truancy, at-risk, ungovernable	------	----		relocated				
13	truancy, at-risk, ungovernable	one	some	post		+	+	+	+
14	runaway, at-risk, ungovernable	one	improved	previous		-	+	-	-
14	at-risk, ungovernable	one	improved			+	+	+	+
14	truancy, at-risk, ungovernable	one	some			+	+	-	-
14	at-risk, ungovernable	one	improved			+	+	-	+
14	truancy, at-risk, ungovernable	one	improved	previous		+	+	+	+
14	at-risk, ungovernable	one	some		deceased				

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Appendix B
Individual Data for Group II

Age	Reason for Referral	Years in Program	Parental Involvement	Court Involvement	Excluded from Study	Qualitative Evaluation of Criterion: 1995			
						A	B	C	D
11	truancy, at-risk, ungovernable	one	some	post		-	+	-	-
11	truancy, at-risk	two	improved			+	+	-	+
11	truancy, at-risk, ungovernable	one				+	+	+	+
11	neglect, ungovernable	two	improved			+	+	+	+
11	truancy, at-risk	two	improved			+	+	+	+
13	delinquency, ungovernable	one	improved			+	+	+	+
12	delinquency, ungovernable	one	improved			+	+	+	+
11	truancy, undisciplined	one	none	post		+	+	+	+
12	truancy, at-risk	one	improved			-	+	-	-
11	delinqency, undisciplined, ungov	two	improved			+	+	+	+
12	truancy, at-risk, ungovernable	two	some			+	+	+	+
12	truancy, at-risk	three	improved			+	+	+	+

Appendix C
Individual Data for Group III

Age	Reason for Referral	Years in Program	Parental Involvement	Court Involvement	Excluded from Study	Qualitative Evaluation of Criterion: 1995			
						A	B	C	D
12	truancy, at-risk	two	improved			+	+	-	-
12	at-risk, ungovernable	two	improved			-	+	+	+
12	truancy, at-risk	two	improved			+	+	+	+
11	truancy, at-risk	two	some			+	+	+	+
11	at-risk, ungovernable	one	some			+	+	+	+
12	truancy, delinquency, ungov.	two	improved	previous-diverted		-	+	-	+
12	truancy, run-away, ungov.	one	none		relocated				
11	truancy, at-risk, ungovernable	two	improved			+	+	+	+
12	delinquency, run-away	two	improved			+	+	+	+
13	truancy, at-risk, ungovernable	two	none			+	+	+	+
13	at-risk	three	improved			+	+	+	+
10	at-risk, ungovernable	one	improved			+	+	+	+

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Appendix D
Individual Data for Group IV

Age	Reason for Referral	Years in Program	Parental Involvement	Court Involvement	Excluded from Study	Qualitative Evaluation of Criterion 1995			
						A	B	C	D
10	ungovernable	two	improved			+	+	+	+
10	run-away, delinquency, ungov.	one	some			+	+	+	+
12	truancy, at-risk, neglect	one	some			+	+	-	+
14	truancy, at-risk, abuse	one	improved			+	+	+	+
12	truancy, at-risk	two	improved			+	+	+	+
13	truancy, at-risk, ungovernable	two	improved			+	+	-	+
12	truancy, ungovernable	two	improved			+	+	+	+
12	truancy, at-risk, ungovernable	one	none			+	+	+	+
12	truancy, at-risk, ungovernable	two	some			+	+	+	+
13	truancy, at-risk, ungovernable	two	improved			-	+	+	+
12	truancy, at-risk	one	improved	previous		+	+	+	+
14	at-risk	three	some			+	+	+	+

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